



Statistics III: Regression Analysis PFG0069, F0022.2526

4 Hp

Pace of study = 55%

Education cycle =

Course leader = Magnus Ekström

Evaluation report

Evaluation period: 2025-12-05 - 2026-01-12

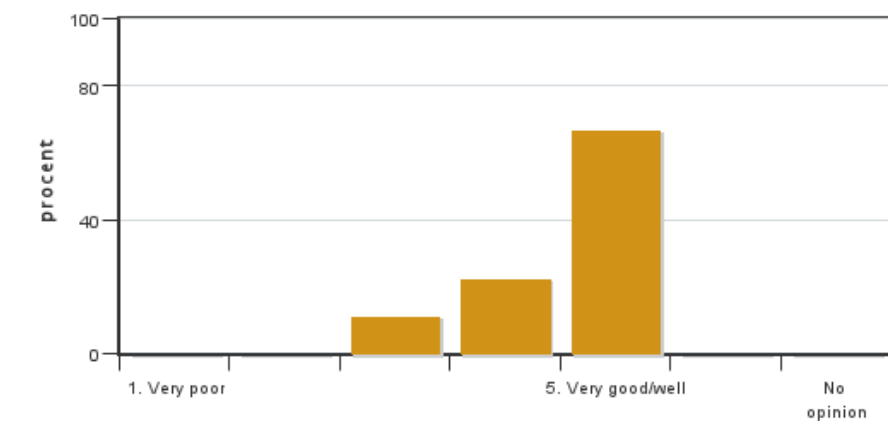
Answers 9

Number of students 21

Answer frequency 42 %

Mandatory standard questions

1. My overall impression of the course is:

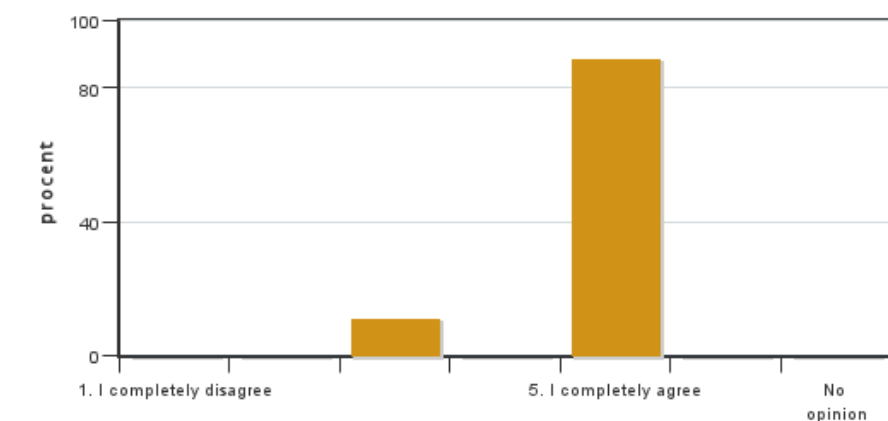


Answers: 9
Medel: 4.6
Median: 5

1: 0
2: 0
3: 1
4: 2
5: 6

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

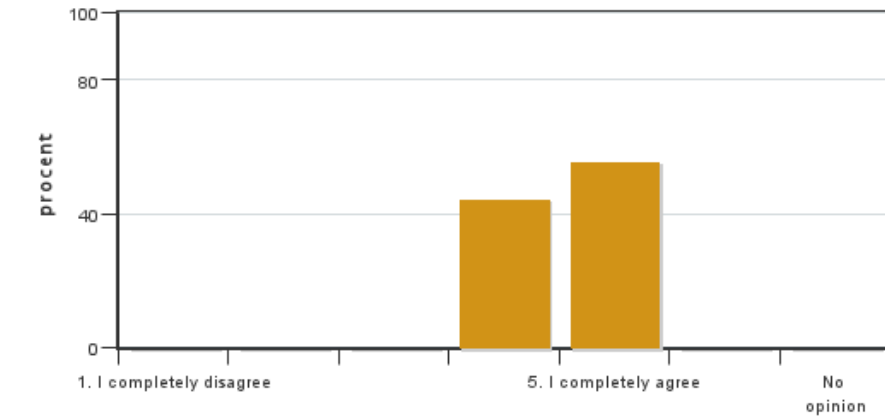


Answers: 9
Medel: 4.8
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 8

No opinion: 0

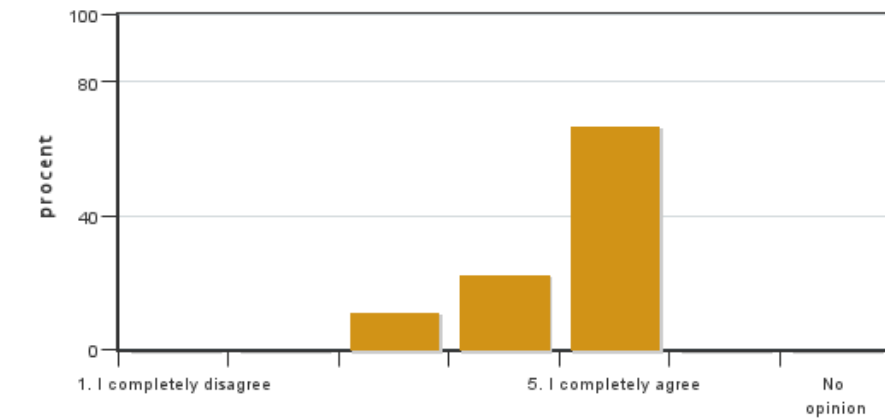
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 9
 Medel: 4.6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 4
 5: 5
 No opinion: 0

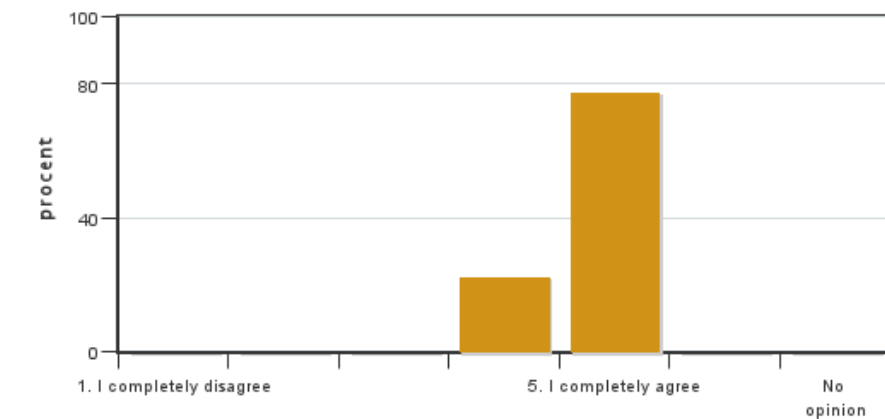
4. The social learning environment has been inclusive, respecting differences of opinion.



Answers: 9
 Medel: 4.6
 Median: 5

1: 0
 2: 0
 3: 1
 4: 2
 5: 6
 No opinion: 0

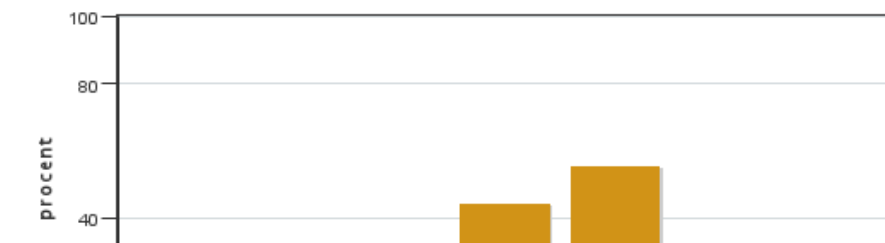
5. The level of the course was appropriate for a PhD course



Answers: 9
 Medel: 4.8
 Median: 5

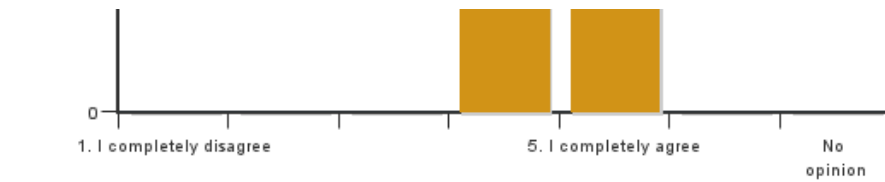
1: 0
 2: 0
 3: 0
 4: 2
 5: 7
 No opinion: 0

6. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



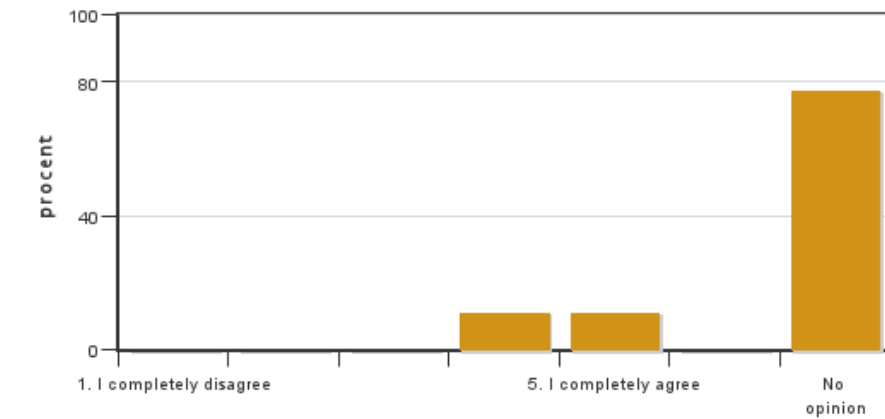
Answers: 9
 Medel: 4.6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 4



5: 5
No opinion: 0

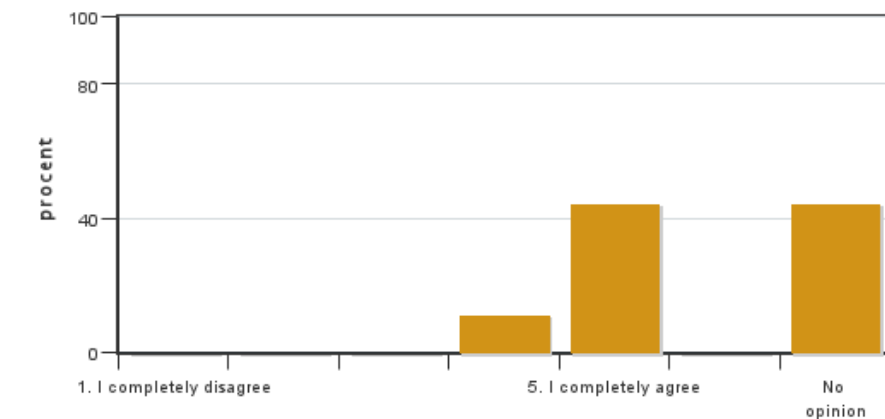
7. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 9
Medel: 4.5
Median: 4

1: 0
2: 0
3: 0
4: 1
5: 1
No opinion: 7

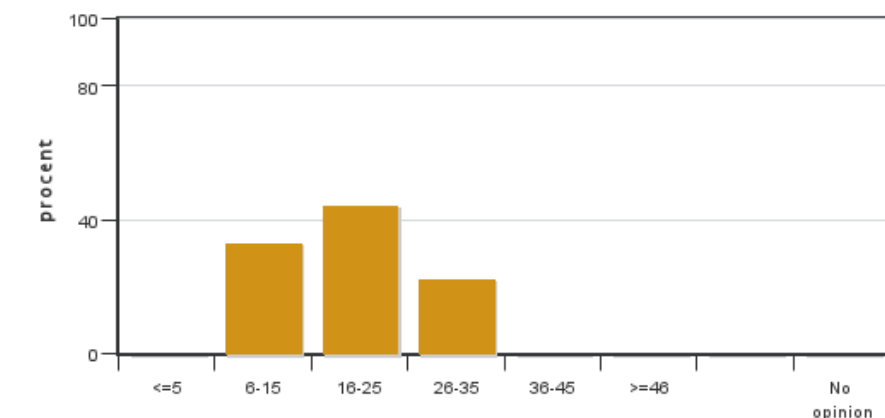
8. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 9
Medel: 4.8
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 4
No opinion: 4

9. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 9
Medel: 18.9
Median: 16-25

≤5: 0
6-15: 3
16-25: 4
26-35: 2
36-45: 0
≥46: 0
No opinion: 0

10. Which aspects of the course did you appreciate the most?

11. Could you provide suggestions on how the course could be improved?

Coordinator/kordinator

Coordinators comments

The students' responses regarding the course were generally positive. It should be noted, however, that the response rate was relatively low (45%), despite reminders about the importance of completing the course evaluation and an extension of the submission period. Some non-SLU students also experienced difficulties filling it in, even with assistance from support@slu.se.

This year, I implemented several changes to the course. I replaced the traditional take-home exam at the end of the course with four smaller take-home assignments that students submitted throughout the course. Students then presented their solutions in Zoom, in four smaller groups. Overall, this new assessment format received positive feedback from students, who commented that it helped them gain a deeper understanding of the course content. More time could perhaps be devoted to presenting and discussing home assignment exercises that are less straightforward.

Compared with previous years, an additional computer exercise session in Zoom was added. These sessions were largely based on the same exercises as before, but the extra session allowed students more time to complete the exercises. This does not necessarily mean that all exercises can be completed during the Zoom sessions themselves. I should clarify that it can be difficult to cover everything within lesson time.

Another new element this year was dedicating Zoom lesson time to presenting solutions to the exercises from the computer sessions. This allowed students to compare their own solutions with the ones I presented and provided an opportunity to ask further questions about the exercises.

One student noted that not everything printed in R outputs was defined during lessons, citing the so-called k-index for GAM as an example. Since this index is not even fully defined by the author, Simon Woods, in the R package help files or in his rather theory-heavy book, it is unrealistic to expect such a definition to be provided during class. Moreover, the interpretation of the k-index is more important than its exact definition, at least for the typical user of GAM. I did, however, provide a definition of the index via a Canvas announcement, based on my understanding of Woods' brief description in his book.

Some students suggested having the opportunity to work with their own datasets during the course and receive feedback on such work. While this is a good idea, it would also take time away from other course activities. Even if such work is not included as part of the course, doctoral students can receive feedback on independent projects through the statistical consulting offered by Statistics@SLU.

In Zoom-based courses, it is challenging to foster collaboration between students, for example during computer exercises. I used breakout rooms in Zoom and informed students that they could use them if they wished to collaborate. However, unlike in previous years, no students opted to do so this time. Additional encouragement may therefore be required to facilitate student collaboration.